A STUDY OF THE PSYCHOLOGICAL WELL-BEING OF SCHOOL TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS AND ADJUSTMENT

A

Ph.D. Research Proposal

Submitted for the registration in the

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INTRODUCTION

Quality education can be accomplished through the efforts of highly qualified, knowledgeable, competent, and effective teachers. Based on the requirements and demands of the era, the educational aims, goals, and objectives alter very rapidly. These demands have a direct impact on the educational system. Every nation develops its education system to get together the challenges of changing times. India is a developing nation, and the teachers have the immense responsibility of making the learners competent enough to stand up with their counterparts in developed nations and to make the nation economically independent. To keep hold of the enrolled masses in the classroom, to make real education achievable, to improve the level of achievement, to tap the potentialities of the learners and to get better educational standards remarkably, the teacher ought not only be dedicated and committed but also be knowledgeable and most effectual. To shape the learners into ideal democratic citizens with competence and skillfulness, the teachers should be commendable, competent, and effectual, and also devoted to the profession by means of expertise and intelligence.

Moreover the above-mentioned issues, teacher psychological well-being and adjustment are affected by various other variables like sex, locality, age, religion, type of family, marital status, professional cadre, teaching experience, subject of teaching, medium of instruction, literacy of parents, community, level of aspiration, locality of school, status of school, occupational stress, teacher attitude and job involvement etc. The present study was undertaken keeping these conditions in mind. Hence, the present study will be conducted to identify those variables that affect their psychological well-being and adjustment to their lives.

PSYCHOLOGICAL WELLBEING:

Psychological Well-Being (PWB) is a state of well-functioning with an effective interpersonal skill and interaction with the members of society and work organisation, along with the required energy and potential to cope with routine problems. Members of the society may include family, relatives, friends and any person in social contact. Members of the workgroup involve coworkers including superiors and subordinates. The

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routine problems may be concerned with routine matters of family, dealing with relatives and friends, performing well in the work organisation, and the problems related to personal growth and development commonly faced by every individual. Persons with good PWB are better able to deal with these problems as compared with persons with poor PWB. Deci and Ryan (2008) conceptualised psychological well-being "as a combination of positive affective states like happiness and functioning with optimal effectiveness in individual and their respective social lives". Christopher (1999) argued that "PWB plays a crucial role in theories of personality and development in both pure and applied forms; it provides a baseline from which we assess psychopathology; it serves as a guide for clinical work by helping the counsellor to determine the direction clients might move to alleviate distress and find fulfillment, purpose, and meaning; and it informs goals and objectives for counseling related interventions". While Huppert (2009) hold the view that PWB is about lives going well. He argued that "psychological well-being should be considered as the combination of feeling good and functioning effectively towards routine". Hence, by definition people with high PWB have been reported feeling happier, capable, well adjusted, well supported and satisfied with life. Huppert further argued that "the consequences of PWB for including better physical health along with mental health, mediated probably by brain activation patterns, neurochemical effects and significant genetic factors".

Psychological well-being is probably the most extensively used construct among psychologists and mental health professionals. However, there is still no consensus regarding the operational definition of this construct. In recent times, a lot of theories related to well-being have been proposed. Also, a number of various types of empirical research that use different indices of similar constructs have been carried out. However, theorists have found that the concept of psychological well-being (PWB) is much more complicated and debatable. Practically speaking, psychological well-being serves as an "umbrella" term for many constructs that assess psychological functioning (Cheng et al., 2009; Cummins, Massey and Jones, 2007; Edwards, Ngcobo and Pillay, 2004).

OCCUPATIONAL STRESS:

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Stress is a common phenomenon in everyday life. All of us experience stress to some degree in one form or another throughout life. One must admit that these days, there is hardly any section of society that has escaped the slaughter of depression. The widening gulf between unending aspirations and diminishing hopes of fulfilment has led to frustration, unhappiness, sadness, and self-dejection among everyone. Life, in the present time, is full of competition, tensions, burdens, hatred and struggle. Under such conditions, success totally depends upon one's own mental health.

Due to the tremendous development in science and technology and to make life more comfortable and luxurious, the population explosion resulted in a limited source of opportunities and forced normal human beings constantly to challenge the normal, physical, emotional and mental health states of an individual at all stages.

Pestonjee (2001) opined that stress is a subject, which is hard to avoid. The term is discussed not only in our everyday conservation but has become enough of a public issue to attract widespread media attention whether it is radio, television, newspapers or magazines etc. Different people have different views about it, as stress can be experienced from variety of sources. Ask the opinion of five different people and you are likely to get at least five different definitions. The business person views stress as frustration or emotional tension, the air traffic controller sees it as a problem of alertness and concentration, and biochemists think of it as purely chemical events.

"Stress is a dynamic condition in which an individual is faced with an open door, imperative or request to what he/she fancied and for which the result is excessively seen, making it impossible to both unverifiable and critical" (Schuler, 1980). Sutherland and Cooper (2000) brought up that the utilization of the word stress is presently so normal that it is utilized reciprocally to allude to a state or condition, a manifestation, or the reason for a state or an indication. From various perspectives, stretch has turned into the simple clarification for all ills (a 'whipping kid') that serves to muddle as opposed to clear up worker experience of work. Stressors differ, and they might be everyday stresses, real occasions, or delayed risky work circumstances, or they may emerge from specific thoughts, considerations and recognitions that bring out negative feelings. For instance, the possibility that one may not achieve the position that one tries to (Buunk & Janssen,

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1992) may prompt to push. This thinking recommends that numerous occupations have their own particular trademark stressors. Grown-ups invest more energy in work than in other actions. It is not amazing then, that employment and profession are focal wellsprings of stress. Some of the components creating worry in a vocational setting are self-evident: separation, extraordinary over-burden, part vagueness, part clashes, association with colleagues, political weight and so on. Worry at work coming about because of the expanding complexities of work and its different requests have turned into the noticeable and overrunning highlight of present-day associations. It is connected with weakened individuals working in the working environment. Negative impacts of stress incorporate lessened proficiency, diminished ability to perform, hosed activity and decreased enthusiasm for working, expanded inflexibility of thought, an absence of sympathy toward the association and partners, and lost duty (Greenberg & Baron, 1995; Matteson & Ivancevich, 1982). Stretch has been connected with imperative word-related results of occupation fulfilment, authoritative duty and representative withdrawal conduct (Naumann, 1993; Sullivan & Bhagat, 1992; Tett & Meyer, 1993). Inquires about here of authoritative brain research and administration have utilized the term 'occupation worry to indicate a representative's mental state stimulated by work circumstances or a mix of employment circumstances seen as displaying unreasonable and different requests (Srivastava, 1999).

ADJUSTMENT:

Adjustment is a universal and ongoing process that all living things, from primitive, single-celled amoebas to multicellular humans, engage in. These adjustments may be made to accommodate fundamental bodily requirements like thirst, hunger, sex, or sleep, as well as psychological needs like security, love, and the urge to be loved and accepted.

Most people equate "adjustment" and "conformity" when referring to words. They are not synonymous terms. Conformity is simply one type of adjustment, and the quality of the adjustment it produces might vary according to the environment in which it takes place. One should submit to the views of others. However, some individuals mistakenly believe that adjustment is a one-way process. They don't realise that a person can also mould his surroundings; instead, they think that a person is always obliged to adapt to it. The world

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and man are both changeable. We adjust our behaviour in response to changes in our surroundings, which in turn has an impact on the environment. Adjustment is a constant interaction process as a result. Though he is the master of his surroundings, he must have a profound sense of adjustment. A person with the ability to adjust may really alter the environment as well. However, in order to change, one must first have a strong feeling of adjustment. Both the individual and his environment are constantly changing and being formed, but these changes are so subtle that they go unnoticed at first, and as a result, they may require adjustment as well as cause difficulties and modifications to be made to the environment.

The psychologist is more worried with psychological than physical survival. Human behaviour is seen as an adaptation to pressures that are primarily social or interpersonal and affect how a person's personality develops. Both internal and external psychological demands may be encountered by the individual making modifications. The physical circumstances of human existence are influenced by several external influences.

External Pressures :

The most significant external pressures that test a man's ability to express himself come from his social surroundings, from interacting with others, and subsequently, from the social institutions of the culture into which he is born. These institutions demand adherence to specific social ideals and behavioural patterns that have been created historically. These varied demands come out as expectations that people have of him throughout his life.

• Internal Pressures :

Physiological desires are the common name for the inner pressures that result from problem activities. Man is born with a variety of wants that must be satisfied in order for him to maintain his comfort and quality of life. Despite the fact that these requirements are innate, humans must understand what fulfils each specific need in order to take action. Adjective behavioural requirements of all types influence human conduct. The majority of these physiological needs, including temperature control, sleep, hunger, and thirst, may be satisfied internally.

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Adjustment, as has been interpreted earlier, has been defined differently by various authors. A few have been quoted here.

i. According to Warren (1934), adjustment is described as "any operations whereby an organism becomes more favourably related to the environment, or to the entire environmental and internal situation."

ii. According to English & English (1958)

a. The cortical end of a continuum of partial adjustment degrees, adjustment is defined as a static equilibrium between an organism and its environment in which there is no stimulus change acting on a reaction to unmet demand, and all contaminative functions are never accomplished.

b. The ability to fulfil the majority of one's requirements and a person's social and physical demands in a reasonably satisfactory manner is a prerequisite for healthy relationships.

c. The process of making changes needed in oneself or in one's environment to attain relative adjustment.

d. Four primary groups of criteria have been proposed by Lazarus (1961) for assessing the appropriateness of adjustment. Comfort on a psychological level, productivity at work, physical symptoms, and social acceptance.

e. Adjustments are described as "a process of interaction between ourselves and the environment" by Lehner and Kube (1964). One can either adopt the surroundings in this process or go against it. Successful contact is necessary for satisfactory adjustment.

iii. Eysenck (1972) defined adjustment as a condition in which both the needs of the person and the demands of the environment are fully met. harmony between the person and their surroundings, whether they be physical or social.

REVIEW OF LITERATURE

Yeung (2018) conducted a study on "Adjustment to Retirement: Effects of Resource Change on Physical and Psychological Well-Being" and carried out a one-year longitudinal study to look at how retirement resources affected the physical and

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psychological well-being of Hong Kong Chinese retirees during the transition to retirement. During the transition phase, changes in psychological discomfort, physical health, and life satisfaction were all strongly predicted by changes in cognitive resources. The results show that mental resources, in addition to the frequently stressed physical, economic, and social resources, are crucial for making a successful adjustment to retirement.

Banu, Cheria, and Archna (2017) test the Teacher Effectiveness, word-related pressure and confidence of Secondary School Teachers. The specialists found that the majority of the educators are experiencing pressure, less or increasingly, after the vast majority of the instructors have a normal educator viability. They found no critical relationship between educator adequacy, word-related pressure and resolve and, in addition, other certain statistical factors like age, sexual orientation, stream, conjugal status, experience and kind of establishment.

In a research published in 2015, Houlfort, Fernet, and Vallerand investigated the relationship between enthusiasm for one's profession and psychological adjustment after retirement. Their findings imply that the psychological transition to retirement depends on one's enthusiasm for the job. Thus, depending on whether a person is obsessive or harmonic in their enthusiasm for their career, having a passion for it can have favourable or bad effects on retirement.

Vemuri and Reddy (2016) argued in their research article that "Women are playing a vital role in the economic and social development of nations all over the world. On the basis of a review of the literature, they summarized that "Stress is a growing problem in the workplaces and a particular magnitude for working women. The problems due to high levels of stress can be exhibited physically, psychologically and behaviorally by an individual. The most serious effects of stress relate to performance. Women employees report more non-fatal but long term and disabling health problems.

Kumari & Rani (2016) in their research study titled Occupational Stress among Secondary School Teachers in relation to Gender and Types of School used Descriptive Survey Method. One hundred and twenty secondary school teachers of secondary and senior secondary schools of Rohtak district were taken up on the basis of stratified

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random sampling technique. Occupational Stress Index (OSI) Hindi/English by A.K. Srivastava and A.P. Singh was used to collect the data. The findings revealed that (i) No, significant difference was found between male and female secondary school teachers on Occupational Stress; (ii) Government secondary school teachers were found to have less job stress than private school teachers.

Deepthi and Janghel (2015) conducted a study to find out the coping strategy of stress in employed women and non-employed women. The study was conducted on 60 women; 30 were employed women in different professions, and the other 30 were non-employed women. The findings of the study revealed that employed women are more habitual in using the techniques of self-distraction, instrumental support, behavioural disengagement, venting and positive reframing in comparison to non-employed women for coping strategies for stress.

Sudharma and Bindu (2014) conducted an investigation into the adjustment of teachers in an auxiliary dimension of the school's instructional environment. They found that the understudy educators are having a low dimension of Instructional Environment › Adjustment. Male and female understudy educators vary essentially in their Instructional Environmental Adjustment. There is no critical contrast between the Instructional Environment Adjustment of urban and country understudy instructors.

Kaur (2013) led an investigation on instructor adequacy in connection to esteem measurements of optional teachers. The investigation uncovered that exceptionally powerful educators have higher scores in hypothetical, stylish and social qualities than their partners with less score of instructor viability, yet less viable educators have more qualities on financial and political qualities. Hypothetical, tasteful and social qualities have a positive connection with instructor viability, while monetary and political qualities have a negative relationship with educator adequacy.

Husain (2011) investigated the impact of insight on the adjustment of teacher practices. He found that home change, school alteration and aggregate modification were fundamentally related to the insight of all instructor students. If there should arise an occurrence of male educator students, just 'Home Adjustment' is altogether related to

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knowledge, while if there should be an occurrence of female instructor learners, just school alteration was observed to be fundamentally related to insight.

Sultana et al. (2011) directed an examination of Adjustment Problems of working and non-working ladies. They found that working ladies and non working ladies would contrast altogether on modification arrangement isn't affirmed. Working ladies and non-working would contrast critical on home, well-being, social, enthusiastic component of modification scores is not affirmed.

RATIONAL OF THE STUDY

The literature review indicates that a number of studies were carried out on different dimensions of the lives of teachers with special reference to psychological problems in developed countries. However, very few studies have been carried out in developing countries, especially in India, in this regard. Literature reveals the fact that teachers are prone to stress, adjustment problems and psychological problems, and various linking factors have also been discovered. Stress begets other psychological problems. The present study findings would help to understand the dynamics of the psychological problems among the teachers and probe into the various dimensions of those. The study would attempt to understand the psychological well-being, occupational stress, and adjustment of school teachers and spot the relation of the variables with the teachers' psychological problems. Those would definitely help to understand these young teachers' minds and help society to better interact with them and provide them with a healthy platform where they can express themselves fully and live a healthy and peaceful life. Hence, the findings of the study would help to understand the why of the disturbed minds of the teachers and what makes them deviate from their normal chores of life and get for themselves a life that was never wanted. The findings would further help to suggest need-based measures for teachers can take timely intervention measures for the teachers.

AIM OF THE STUDY

The aim of the present study is to examine the difference in occupational stress, psychological well-being, and adjustment between private and public school teachers and also to find out the difference between occupational stress, psychological well-being, and adjustment between male and female school teachers. In addition, the relationship

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between occupational stress and psychological well-being, occupational stress and adjustment, and psychological well-being and adjustment of school teachers should be explored separately. The Specific objectives of the study are given below:

1. To find out the differences in psychological well-being, adjustment and occupational stress among school teachers on account of their sex, residence, age, type of school (private and public), and subject of teaching (science and social science).
2. To measure the relationships among psychological well-being, adjustment and occupational stress of the school teachers.
3. To explore if adjustment mediates the relationship between psychological well-being and occupational stress of school teachers.
4. To determine if their occupational stress and adjustment can predict the psychological well-being of the school teachers.

HYPOTHESIS

The following hypotheses will be formulated to empirically validate the above objectives:

1. There will be a significant difference in psychological well-being between male and female school teachers.
2. The sex of the school teachers will have a significant effect on their adjustment.
3. There will be a significant difference in occupational stress between male and female school teachers.
4. There will be a significant difference in psychological well-being between young and old school teachers.
5. The age of the school teachers will have a significant effect on their adjustment.
6. There will be a significant difference in occupational stress on account of the age of the school teachers.
7. There will be a significant difference in psychological well-being between private school teachers and public school teachers.

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8. The type of school will have a significant role in the adjustment of the school teachers.
9. There will be a significant difference in occupational stress on account of the type of schools.
10. There will be a significant difference in psychological well-being between rural and urban school teachers.
11. The place of living/residence will have a significant effect on the adjustment of the school teacher.
12. There will be a significant difference in occupational stress on account of the place of living/residence.
13. There will be a significant difference in psychological well-being between school teachers of science and social science.
14. The subject of teaching will have a significant effect on the adjustment of the school teacher.
15. There will be a significant difference in occupational stress on account of the subject of teaching.
16. The adjustment of the school teachers will significantly mediate the relationship between occupational stress and psychological well-being.
17. The psychological well-being of the school teachers will be predicted through their occupational stress and adjustment.

METHODOLOGY

SAMPLE

Data will be collected on a total of 300 teachers from different private and public schools in Bihar. Out of these, 150 will be private school teachers (75 Males and 75 Females) and 150 public school teachers (75 Males and 75 Females). Further, the age group of the participants will be 25 to 50 years of age. A purposive sampling technique will be used to select the respondents of the study.

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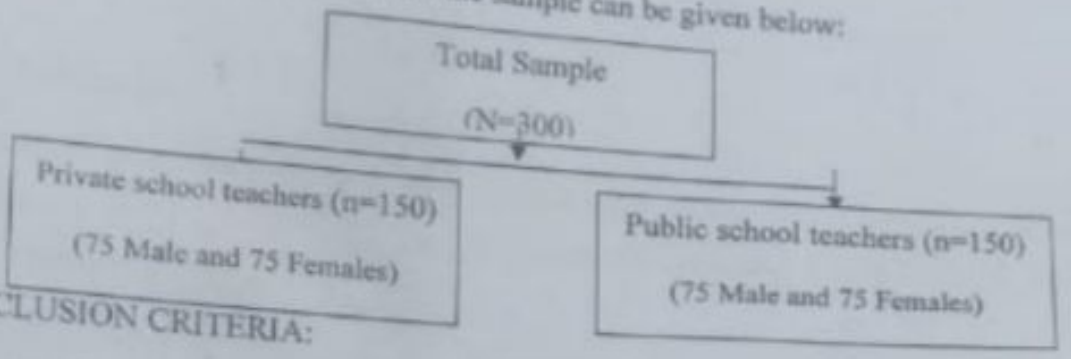
The graphic presentation of the sample can be given below:



INCLUSION CRITERIA:

1) The age group of the private school teachers will be 25 to 45 years of age
2) Both sexes of private and public school teachers will be included in different locations of Bihar in the study.
3) Teachers of middle, high, or 10+2 schools will be included in the study.
4) Only normal private and public school teachers will be included in the study.

EXCLUSION CRITERIA

(1) Teachers of primary schools will be included in the study.

RESEARCH DESIGN

In the present study, a two-group design (Private school teacher and Public school teacher, Male and Female) and a correlational design will be used. A two-group design is when a researcher divides all participants into two groups and then compares the results. The present study will examine the difference between occupational stress, psychological well-being, and adjustment between private and public school teachers and also find out the difference between occupational stress, psychological well-being, and adjustment between male and female school teachers. In addition, the relationship between 'occupational stress and psychological well-being, 'occupational stress and adjustment', and ' psychological well-being and adjustment' of school teachers will be explored separately. The mediating role of adjustment will also be measured on the relationship between psychological well-being and adjustment of the teachers. A regression analysis will also be conducted to check if the psychological well-being can be predicted through the independent variables i.e. occupational stress and adjustment of the

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teachers.

VARIABLES

INDEPENDENT VARIABLES: - Occupational stress, Adjustment, Type of teachers (Private and Public school), Gender, Subject (Science and Social Science), Residence (Urban and Rural)

DEPENDENT VARIABLES:- Psychological well-being

TOOLS USED FOR DATA COLLECTION:

There are three tools which have been used in this research study which are as follows:-

1. Occupational Stress Index (OSI)

   In the present study, the researcher will use a standard test to measure the Occupational Stress Index, developed by Srivastava and Singh (1984). The scale consisted of forty-six items, each rated on a five-point scale. Out of 46 items, 28 are true keyed and the rest, 18 are false keyed. Split half method was applied to establish the reliability of the scale which was found to be 0.935 by the authors. The Occupational Stress Index (Srivastava et al., A.P., 1981) will used for data collection. The scale consists of 46 items, each to be rated on a five-point scale. Out of 46 items, 28 are 'True – Keyed', and the last 18 are 'False – Keyed'. The items relate to almost all relevant components of the job size which cause stress in some way or the other, such as role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, underparticipation, powerlessness, poqr peer relations, intrinsic, impoverishment, low status, strenuous working conditions and unprofitability.

2. Psychological Well-being Scale (PWBS):

   To assess the quality of psychology well-being the Psychological Well-being Scale (PWBS) was used. This Inventory was constructed by Dr. Devendera Singh Sisodia and Ms. Pooja Chaudhary (2012). The Psychological Well-being Scale (PWBS) contains 50 items related to following five dimension or parameters of psychological well-being : Life Satisfaction , Efficiency, Sociability , Mental

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Health and Interpersonal Relations. The reliability of the scale was determined by (a) test-retest method and (b) internal consistency method. The test-retest reliability was 0.87 and the consistency value for the scale is 0.90. The scale was validated against the external criteria and coefficient obtained was 0.94.

3. Mangal Teacher Adjustment Inventory' (MTAI)

Mangal Teacher Adjustment Inventory' (MTAI) short form (Revised in 2007) developed and standardized by Mangal. The inventory consists of 70 items which has forced choice answering (Yes/No). The reliability coefficient determined by these two methods: i) Split-Half Method= 0.680 and ii) Reliability by Spearman Brown= 0.809. Reliability Coefficient is measure quite satisfactory and it is found that Mangal's Teacher Adjustment Inventory was quite reliable for the purpose of data collection.

DATA ANALYSIS

The obtained data from the the study will be tabled, and suitable statistical techniques will be used to analyse them. The obtained result will be discussed and interpreted from the perspective of prior findings and known theoretical formulation.

TENTATIVE CHAPTER OF THE STUDY

The following chapters will be used for the proposed study:

1. Introduction
2. Review of literature
3. Objectives and Hypotheses
4. Methodology
5. Result and discussion
6. Summary and Conclusion
7. References
8. Appendices

Note- Minor Changes may be taken during the course of study.

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	MADHUMITA KUMARI	DR. LALU KUMAR SINGH	A STUDY OF THE PSYCHOLOGICAL WELL-BEING OF SCHOOL TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS AND ADJUSTMENT	madhumita05011992@gmail.com	7370375500	lkumar2.st@lnmu.ac.in	8010054777

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